

JMC Presents Its First Teacher Scholar

Professor Eric Petrie is the first recipient of James Madison College's Teacher Scholar Award. The award recognizes excellence in teaching and includes a \$500 stipend. Professor Petrie presented a paper on "Liberal Education" to the Board of Visitors and College family on Sunday, October 13, 1996. A follow up discussion with current students on "The Trouble with Liberal Education" proved to be quite enlightening.

The following is a summary of Professor Petrie's presentation on "The Trouble with Liberal Education," a speech delivered on Sunday, October 13, 1996. The full text may be obtained by contacting Professor Petrie at petrie@pilot.msu.edu or 517-353-6668.

The trouble with liberal education has nothing to do with a "crisis" of liberal education. The trouble referred to is not a problem that can ever go away. Instead, the very core of liberal education is troublesome in important ways. It is hard to conceive of properly, and define; it is hard to achieve in practice, requiring effort and diligence; lastly, liberal education goes against our grain, so to speak. The trouble in which liberal education entangles us is nonetheless a pleasant sort of difficulty, like the effort necessary to rise to a challenge. This trouble is not distinctive to education in the Nineties, but always accompanies the attempt to educate ourselves so that our minds may be free.

The talk had three parts. In the first, a description of liberal education at Madison College was offered. The author's encounters with Tocqueville and the cave image in Plato's Republic were instrumental for understanding how education could enlighten. In the second part, Socrates' conflict with the Athenian citizens provided an example of the original and fundamental trouble with liberal education. For education is as much about asking questions as it is about finding answers; yet the practical needs of every society demand clear and certain answers here and now. In the third part of the speech, a contrast was drawn between liberal education and education as information gathering. Liberal education requires understanding, and understanding is qualitatively different from the acquisition of information.



Statement of Program Policy and Educational Mission November 28, 1996

*Truth persuades by teaching but does not
teach by persuading.*
Tertullian

Liberal education poses a special problem: it is non-progressive in an era in which progressive development in virtually every sphere is the stabilizing norm. As a practical matter, to say liberal education is not progressive is to say nothing more than that each successive generation or cohort of students must recur to the starting point of the previous generation. Thus, even while the liberal sciences or arts may advance cumulatively, liberal education does not.

It may be said that the conception of liberal education enunciated here is inconsistent and incompatible with contemporary experience. Characteristically, some reference to the shift from the Ptolemaic universe to the Copernican universe conveys the postulate of superior positioning, in the

name of which it is said we liberate students from the requirement to acquire outmoded arts. Thus, the argument goes, the record of liberal education's progressivism is writ in the archived histories of unstudied arts.

The debate sketched here deserves rehearsing in all its details, despite our possession of records for at least a century past of that debate having been conducted and concluded most favorably for the opening argument. At this late date it is known -- and ought to be known by the truly educated -- that accounts of the sedimentation which accompanies the advancement of science precisely establish the non-progressivism of liberal education.

Because this statement performs rather a hortatory than a didactic purpose, I forgo a re-enactment of that great debate. For heuristic use, however, a synoptic conceptualization may suffice. Let us agree,

then, that the acquisition of any art, however fine, that does not carry with it the acquisition of a conscious, articulate, and clear command of the originating foundations and principles of the art itself, can not qualify as liberal study or education -- save where it is itself the precedent condition for such liberal study.

I have established this premise specifically to apply it to our study in James Madison College. Our mission statement clearly announces our intention to "provide liberal education in public affairs for undergraduates." While the mission goes on to illustrate this purpose with reference to skills of rigorous thought, lucid prose writing, and articulate speech, it does not develop a statement regarding the specific studies necessary to the goal. Nor would it be appropriate for the mission statement to do so. Nonetheless, it is no less certain that it is not only appropriate but necessary for the faculty to deliberate

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In this issue ...

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- ◆ JMC students are on the Web
- ◆ State of the College Address
- ◆ 30 Years Strong

And the winner of the
"Name that publication
contest" is . . .

MARY GEBBIA

JMC Alumni Association

*Fred Headen-President
Vacant-Vice President
Dave Baerwalde-Treasurer
Ed Dougherty-Secretary*

Four board vacancies were filled at the October 19, 1996 meeting. Congratulations to Laura Marie Casey (SR, '93), Christopher Iamarino (IR, '91), Christine Long (MS, '93) and Scott Settle (PE, '92) for their new JMCAA Board positions. They join fellow members: Ed Dougherty (IR, '89), David Baerwalde (JMCD, '83), Phil D'Anieri (JMCD, '90), Mark Burzych (SOCEC, '85), Lance Boldrey (IR, '92), Chere LaRose (MS, '93), Fred Headen (JMCD, '78), and David (Tak) Ready (IR, '90).

Madisonians are leaving Their Mark on the Globe

Jeff Williams (IR, '94) recently received a Masters degree at the Univ. of Minnesota. He is a Consultant with Public Sector Consultants in Lansing, MI.

Amy Timmer (IR, '78) is Associate Dean of Students at Thomas M. Cooley Law School. Previously she was an Associate Professor at Cooley.

Brad Deacon (IR, '93) is Michigan Governor John Engler's Policy Advisor for Agriculture.

Carolyn Ford (US, '92) is now with the Military Systems Division of EDS.

Margaret Martin (IR, '95), **Stephanie K. Hoos** (IR, '96) and **Elizabeth Van Eck** (IR, '96) are members of the 1996-97 first-year class at Wayne State University Law School.

Jennifer Bathgate (PTCD, '93) is with Petrie Television in Troy, MI. She is a Sales Assistant.

Lew Borman (JMCD, '72) now resides in Ft. Wayne, IN. He is executive Director of the Ft. Wayne Jewish Federation.

Jeffrey Easton (Urban, '86) is a Sr. Developer with Poppe Tyson Advertising. Clients include: Chrysler, Netscape Toshiba, The White House, and Digital.

Alex Shire (PE, '96) is Director of Operations with the Solomon Group. The Solomon Group is a NY based publishing company.

Gregg Rudolph (JMCD, '88) is the Director of Strategic Accounts for US West in MN. Previously Rudolph was Business Development Executive.

Leslie Bender (IR, '87) is with Waste Management, Inc (Illinois) as their

Environmental Advisor. Previously Bender was a Legislative Liaison with the Dept. of Natural Resources in Michigan.

Scott Settle (PE, '92) is the Human Resource Manager at ManageAbility in Southfield. Previously Settle was Executive Director of the Posthumus Leadership Fund in Lansing.

Stefani Godsey (PTCD, '95), **Emily Horvath** (PTCD, '94), and **Andrea Maziarz** (IR, '96) are members of the first class to enter Detroit College of Law at MSU.

Thomas Scarlett (IR, '90) is an Applications Consultant with BSR (Business Systems Resource). The company is based in Boston, but Tom will work out of the Tallahassee (FL) office. Look for Tom and his family to be in FL after the new year. Currently, Tom is the Director of Systems Engineering & Design with University Development at MSU.

Kara Schiffman (IR, '96) is a first year law student at NYU.

Thomas James (IR, '91) earned a Bachelor of Science degree in Mechanical Engineering from Michigan Technological University in November of this year.

Christopher Dumler (PE, '92) is a Lurcy Research Fellow in The Brookings Institution's Economic Studies Program.

Steven Kautz (JMCD, '81) published a book with the Cornell University Press entitled, Liberalism and Community. Kautz is an Associate Professor of Political Science at Emory University.

Matt Beard (SR, '96) is the Center for MSU Spartan football and maintained a 3.7 GPA as an undergraduate. During the MSU vs. Indiana game Beard was presented with a \$10,000 check for the general scholarship fund at MSU from Burger King. Currently Beard is pursuing an MBA degree at MSU.

James Madison College 1996 Alumni Directory

I want to order ___ copy(s) of the 1997 James Madison College Alumni Directory at a cost of \$15 each (including shipping and handling).

Please mail the directory(s) to the following address:

Name _____

Street address _____

City, state _____

Zip code, country _____

Home phone number _____-_____-_____

___ I have enclosed my check/money order in the amount of \$ _____ for the directory(s).

The JMC Alumni Directory is a comprehensive publication including general information on graduates. The directory is divided into three main sections: graduate listing, occupational listing, and regional listing.

The College hopes that the directory will help alumni to renew old acquaintances and network personally and professionally.

Updates to the directory will be published on the JMCAA page in future issues of this publication.

Questions, comments and concerns regarding Alumni Relations may be directed to the Constituent Liaison, Natalie D. Preston, at:

517-353-3381-voice

517-432-1804-fax

presto28@pilot.msu.edu

<http://pilot.msu.edu/unit/jmc/jm06000.html>

STUDENTS LEADING THE PACK!

Carrie Booth is the University's nominee for the 1997 Marshall Scholarship. Carrie is dual majoring in International Relations and Political Theory and Constitutional Democracy.

Amanda Sloat is the University's nominee for the 1997 Rhodes Scholarship. Amanda is a student of Political Theory and Constitutional Democracy.

The University's 1997 Truman Scholarship nominees are all James Madison students. Congratulations to **Julie Egan, Beau Kilmer, and Nicole Zayac.**

Aaron Monick and **Anna Nelson** are James Madison College's 1996 Alumni Distinguished Scholarship

winners.

Jeffrey Magnani is James Madison College's Distinguished Freshman Scholarship winner.

Chad Smith is Vice Chair for Internal Affairs with the Programming Board of ASMSU.

"Overlooking justice in foreign policy?" is the title of **Grace Ann Wydeven's** article which appeared in the August 19, 1996 issue of *The Washington Times*. Wydeven was a research analyst at the Center for Strategic and International Studies and a JMC New Ideas in Public Policy Intern. Her article was co-authored by William J. Taylor.

Eric White (PE) is the 1996 recipient of the A. Gordon Adams James Madison Fellow Scholarship. Eric is a graduate of Illinois Math Science Academy and is a National Merit Scholar.

James Madison College Classes on the World Wide Web

This past Spring, President Mc Pherson announced the MSU "Technology Guarantee." Among other things, it guarantees students a "technologically rich" education. The guarantee is prompted by the recent proliferation of computer technology and especially the information revolution. There is no doubt that our students will work and learn in an environment transformed by this revolution. At Madison College we are concerned with how we can begin to use technology to fulfill the "guarantee" and to enhance the liberal arts/residential education our students receive. The information revolution is upon us: the challenge we must face is how to adapt its fruits to the proper purposes of James Madison College.

To this end, we've begun some modest experimentation in the college. This fall in my first year writing class, I asked students to establish home pages on the world wide web and to publish all their course work as links from those home pages. My hope is that students will eventually use their home pages as resume-portfolios: a place to present their "educational project" at JMC. In addition, I've also used email discussion groups as a replacement for course journals. For this assignment (it was pioneered by Professor Jessica Deforest several years ago), students break into groups of 5 or 6 and carry on emailed discussions of class readings. Likewise, Professor Michael Schechter, in his International Relations classes, has given a series of assignments that encourage students to use the WWW as a research resource. To this end, Professor Schechter has also developed his own home page as an impressive set of links to international relations web sites around the world. And finally, Professor Louis Hunt has begun using the WWW to present his Political Theory and Constitutional Democracy course materials as well as links to relevant web sites. By next fall, Case Hall will be "wired" with Ethernet connections in every dorm room and class room, we'll have a new computer lab, and the college will have a "high tech" class room.

As we begin to experiment with the use of new technology in our teaching, the college must decide how to use this technology in ways

Community Service Network

The Community Service Network (CSN) was born from JMC InC, Madison's first year orientation program Community Service Day.

Under the leadership of Jennifer Waldo (PTCD/IR) and Tiffany Parker (IR/PE/Japanese), dozens of contacts with local non-profit organizations were made in an effort to extend community service participation beyond one day a year.

Over 150 students have volunteered for projects this year including: being a buddy with Alpha Active Living for Adults, sorting food with Food Movers, providing child care for the Parent Teen Conference, making play dough for Gateway Community Services, facilitating activities for a pre-school Halloween party, and much, much more.

Other activities scheduled to take place this semester involve participating with the Red Cross Food Sort, making food baskets for the Economic Crisis Center, and mentoring families through Refugee Services.

A major spring initiative will be Alternative Spring Break, a national program for college students throughout the U.S. to perform community service. Tiffany participated in the program last year, but a limited number of slots prevented Jennifer from attending. The two are working hard to make sure that opportunities exist for all who wish to participate.

The Community Service Network distributes volunteer opportunities via e-mail. If you would like to receive these service notices, register your organization to work with CSN, or to learn more about the project contact Jennifer Waldo at waldojen@pilot.msu.edu, 517-355-6718 or 201 Case South, E. Lansing, MI, 48825.

Generation X Rocks the Vote

November 5, 1996 was an important day in America because the man who would lead the country into a new century was chosen. It was an important day for me personally because it was also my 18th birthday. I was excited to finally become a legal adult but even more excited that I was able to vote in the last election of the 20th century. The thought of turning eighteen on the day of the Presidential election had excited me for years. Like other first time voters, I studied the issues, watched the debates, and carefully pondered which candidate would receive my vote.

I walked into the voting room feeling apprehensive because I had not received my voter registration card in the mail. Though I had registered months earlier, it never came. I was afraid that there was a mistake and I was not registered and would not be allowed to vote. However, I was not asked to show my card or even produce my drivers license or school I.D. I was never wished a happy birthday because they did not confirm my age. I simply proceeded through the voting process unknown.

I was surprised at how structured and quick the entire process seemed. I fulfilled my civic responsibility and in under fifteen minutes, something I had thought about for months was over. I could not believe that something so seemingly simple as voting could provoke so many emotions. Having come so close to voting ineligibility, I realized how valuable this privilege truly is. It was exciting finally to have a voice in the direction of the nation. Maybe someday they will check my I.D and wish me a happy birthday.

Natasha Troy, James Madison Freshman



Faculty Publications and Presentations

Professor Mohammed Ayoob

- 1 "State Making, State Breaking, and State Failure," in Chester Crocker and Fen Hampson (eds), *Managing Global Chaos: Sources of and Responses to International Conflict*, United States Institute of Peace Press, 1996
- 2 "The 1996 Indian Election: A Political Milestone," *Washington Quarterly*, vol. 20, no. 1, Winter 1997.
- 3 "Between Self-determination and Intervention: The Third World's Sovereignty Dilemma," *Defense Intelligence Journal*, vol. 5, no. 2, Fall 1996.

Professor Ayoob also presented the following papers at seminars during the Fall 1996 semester:

- 1 "Subaltern Realism: IR Theory Meets the Third World," presented as one in a series of lectures on International Relations Theory jointly sponsored by McGill University and the University of Montreal at McGill University, Montreal, Quebec, Canada, October 1996.

Dr. Ann Minnick, Director Academic and Student Affairs, has a book review of *Education and Identity*, by Arthur Chickering and Linda Reisser, in the recent edition of the *NACADA Journal*, the journal of the National Academic Advising Association.

Greenwood Press has accepted for publication Ann Minnick's manuscript, *Al-Anon: A Quest for Spiritual Renewal*.

Dean W. Allen completed *A New Framework for Public Education in Michigan*. The report, funded by a \$150,000 State Department of Education grant to the College, took a year and a half to produce and involved a large team of researchers at MSU and the Univ. of Kentucky, plus several student research aides. The report will be formally presented to the State Board of Education on December 12, 1996 and can be viewed at <http://pilot.msu.edu/user/allenwi>.

FACULTY FINDS

Symposium on Science, Reason, and Modern Democracy

Richard Zinman serves as Executive Director for the Symposium on Science, Reason, and Modern Democracy. The theme for 1996-97 is "The Idea of the Public Intellectual." Spring events include:

Tony Judt, New York University

"Minerva's Political Owl: Raymond Aron and the Burdens of Intellectual Responsibility"
February 20, 1997

8pm, Kellogg Center Auditorium

Saul Bellow, Boston University

"Writers and Intellectuals"

March 13, 1997

8pm, Wharton Center, Festival Stage

Martha Nussbaum, University of Chicago Law School

"Public Philosophy and Women's Quality of Life"

April 3, 1997

8pm, Kellogg Center Auditorium

This year's conference will be held in East Lansing on April 10-13, 1997. It will be co-sponsored by the Symposium and Center for Theoretical Study. The conference will include forty scholars from the United States, Western, Central, and Eastern Europe. There will be sessions on the French, Russian, Nazi, and Cuban revolutions. All sessions will be free of charge and open to the public.

If you would like to be on the Symposium mailing list or receive invitations to the informal discussions with Symposium guests, please call Ms Karen Battin at 517-355-2167.

Symposium on Global and Comparative Civil Society

The Symposium is sponsored by James Madison College, The Center for International Studies and Programs of Michigan State University, The Center for European and Russian Studies and MSU's GTNet Node.

Friday, March 14, 1997

MSU Union

Roundtable Participants

1:00 - 5:00

Michael Bratton, Department of Political Science

"Civil Society in Africa: Before and After Regime Transitions"

Peter Dorman, James Madison College

"Civil Society and the Transformation of Multi-national Enterprises"

Norman A. Graham, James Madison College

"Building Civil Society in Hungary and the Czech Republic"

Jeff Hengeveld, James Madison College

"Relationship Violence on a College Campus: Implications for Global Civil Society"

Louis Hunt, James Madison College

"Civil Society and the Idea of a Commercial Republic"

Okechukwu Iheduru, James Madison College

"Globalization and Underground Economic Activities: Threats or Alternative Modes of the State-Society Nexus"

Linda Racioppi and Katherine O'Sullivan See, James Madison College

"The Women's Movement in Russia: Implications for a Global Civil Society"

Michael G. Schechter, James Madison College

"Globalization the Civil Society"

Barry Stein, Department of Political Science

"UNHCR, UNDP and Related UN Agencies in Reconstructing Civil Society After Conflict"

Jonas Zoninsein, James Madison College

"Hegemonic Stability Theory, Global Public Goods, and Civil Society"

Discussants: **Douglas J. Hoekstra and Michael Rubner, James Madison College**

Dinner

5:30 -7:00pm

Keynote Address

7:00 -8:00pm

John Gray, Oxford University

"What Civil Society is Not"

All events are open to the public and are free of charge, except dinner. For additional details or dinner reservations contact Michael Schechter (517-353-8615) or Donna Hofmeister (517-353-6750).



Spartans Hiring Spartans

Who better knows the learning capacity, skills and employability of Madison students than Madison graduates? No one! Alumni are encouraged to utilize the MSU Career Services and Placement (CSP) Office when seeking recruits in their places of employment. The Office of CSP welcomes new companies, particularly ones who know the value of a Madison education. Please contact Janice Richards at 517-355-9510 x480 for details on how to get your organization involved with CSP and James Madison College.

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consciously about that very question.

As we review our curriculum, it will become manifest that the argument for liberal education does not spring intuitively from the mere listing of the requirements. This occurs for two reasons. First, our curricular requirements do not explicitly address an argument for liberal education. While our conception of liberal education informs the curricular requirements we adopt, we have withheld the second step, namely an explicit formulation of why these requirements specifically operate to realize the goals of liberal education. Thus, it may fairly be said that a neutral observer would experience some difficulty in identifying the argument for liberal education in our public listings alone. Insofar as the obligation to make the argument for liberal education publicly is fundamental to success in liberal education, it now falls to us to attain an articulate public voice on this question. This means, in turn, that we require to state publicly why our curricular requirements may reliably be expected to prove liberal education. Thus, we must answer such questions as, What is the connection between our first year program and the programs in the majors which follow in the later years. Is it indeed the case that any four year course of study in the College fulfills the goal of liberal education? And what substantive contribution (beyond general skills acquisition) to the student's liberal education does the first year provide?

The second reason our argument for liberal education is not intuitive in the mere listing is that our listings do not reveal the actual materials of study or in any way address the order of study in those materials. The first year curriculum illustrates this quite well, though the observation applies to nearly all of our offerings throughout the four years. To take a specific example, we require our students to study in *The Federalist Papers* in the first year, but the fact that we do so is not conveyed by our titling or description of the courses in the first year. We say that we employ "a range of perspectives from history, economics, political science, political theory and sociology." We do not say, however, that any particular content is necessary within this range. We do not say that we have identified any particular content within that range that consistently works to produce the result. In short, we speak in the most general of terms, convey little of the actual substance of instruc-

tion, and refrain altogether from declaring an intention to achieve a particular result.

It may well be that *The Federalist Papers* are less central to our instruction than we intimate in some of our unofficial commentary. After all, we do officially require the students to read only a handful of the papers. Is that handful really necessary? If they are necessary, what distinguishes them from the balance of the eighty five essays? What will students learn from studying *The Federalist Papers*?

This is not an idle question. Whether we will say so or no, some might well argue that *The Federalist Papers* comprehensively introduce an approach to the analysis of public policy which conveys the importance of fundamental liberal insight as a condition for effective political judgment. Moreover, it may be said that there exists no other equally effective, equally cogent, and equally persuasive non-ideological defense for strong government. The relationship of the non-ideological argument for strong government to intellectual endeavor resides in the fact that a role for reason, or liberal analysis, in the conduct of public life derives from that consideration. Accordingly, any education which will succeed in lifting the student's eyes from the familiar to the human must aim by some specific device to develop such a regard for and use of reason.

When one asks the subsequent question, what is it in *The Federalist Papers* that accomplishes this result -- or, which papers are necessary to the task -- one engages the respondent in the articulation of the goals of liberal education. Obviously, other subject matters provide like opportunities and are not less involved in our curriculum. A work such as *The Federalist Papers* performs its task only with reference to those aspects of education which depend upon knowledge of community and knowledge of self in relation to the human capacity for knowledge. The response to the initial question, therefore, reveals much about our understanding of liberal education. It may be said, for example, that while not all of *The Federalist Papers* require close undergraduate analysis, there are certain ones in each of the important sections of the work that do require such analysis and which serve, in turn, to make all of the papers accessible to undergraduates. Thus, in the first section, essays one through nine, one would surely select numbers one and nine (without prejudice to those remaining); in section two, essays ten through fourteen, one would choose ten and fourteen; in section three, essays fifteen through twenty-three, one would choose fifteen, seventeen,

and twenty-three; in section four, essays twenty-four through thirty-six, one would select essay thirty-five; in section five, essays thirty-seven through forty, one would choose thirty-seven, thirty-nine, and forty; in section six, essays forty-one through fifty, one would choose forty-three, forty-seven, and forty-nine; in section seven, essays fifty through fifty-four, one would choose fifty-one; in section eight, essays fifty-five through sixty-one, one would choose fifty-five, fifty-seven, and fifty-eight; in section nine, essays sixty-two through sixty-six, one would choose sixty-three and sixty-four; in section ten, essays sixty-seven through seventy-seven, one would choose sixty-seven, sixty-eight, sixty-nine, and seventy-two; in section eleven, essays seventy-eight through eighty-three, one would choose essay seventy-eight; and the final two essays, eighty-four and eighty-five, would both be selected.

Now, the question that would remain would be, what would be accomplished by reading these essays. The answer falls to the faculty to provide, for this or any specification of course content. In this case, however, one could specify the breadth of subject matter and the manner of treatment, in relation not only to recurrent questions of human life but also to enduring paradigms of political analysis in the United States. I would argue that this particular syllabus offers the distinct advantage of mastery of this particular text, with the further result of uncovering the historical and philosophical antecedents in light of which the analysis makes sense.

My point here is not so much to answer these questions definitively as to frame the kinds of questions we must answer as a collegium to complete our work. Suppose, for example, that the foregoing syllabus were in some way insufficient. The statement of that insufficiency would constitute the beginning of a publicly defensible statement of what it is we seek to provide in the matter of liberal education in public affairs. It would require a return to the principles in our own discourse, which would pave the way for the argument that we should no less surely enable our students to return to first principles.

As the bearers of liberal education, we face perhaps no greater challenge than to recall the importance of recreating for our students the experience we have already had. Too often we are lured by the prospect of launching our students' education at the point at which

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30th Anniversary of James Madison College
1967-97 30 Years Strong: The Year 2000 & Beyond
October 2-4, 1997 East Lansing, MI

Registration Form

Name _____

Street address _____

City, state _____

Zip code, country _____

Home phone number _____-_____-_____

No. of adults _____ and children _____ attending.

Partner's name _____

_____ I desire vegetarian meals.

Early Registration (prior to July 31, 1997)

_____ Adult (s) at \$ 60 each	total	\$ _____
_____ Children at \$ 30 each		\$ _____
_____ Student at \$50 each		\$ _____

Late Registration (after August 1, 1997)

_____ Adult (s) at \$ 70 each	total	\$ _____
_____ Children at \$ 40 each		\$ _____
_____ Student at \$60 each		\$ _____

I am not able to attend, but accept my contribution of \$ _____

Per your request, a receipt for a charitable contribution to James Madison College will be forwarded.

Grand total \$ _____

Mail check or money order for the grand total to:

James Madison College
Attn.: 30th Anniversary
 369 S. Case Hall
 Michigan State University
 E Lansing, MI 48825-1205

A block of hotel rooms are reserved for guests at the following hotels:

- Harley Hotel 517-351-7600**
\$67 for a single/double, claim by Sept. 2, 1997
- Kellogg Center 1-800-875-5090**
\$69 for a single or double, claim by Sept. 1, 1997
Thursday, October 2 only
- Clubhouse Inn 517-482-0500**
\$59-single, \$60-double, claim by Sept. 1, 1997
Price includes full breakfast buffet and evening cocktails.

Rooms are reserved under the name of James Madison College.
 Please contact the hotel directly to claim your room.

Please check appropriate boxes indicating your preferences.

Thursday

All day, Alumni Teach-In

Give alumni the opportunity to teach a class.

Yes, I am interested in teaching a class about my occupation/industry/research _____

5:30-7:30pm, Major Donor Reception

7:00-9:00pm, Family Fun Activity

Which activity do you prefer to participate in?

Ice skating Bowling
 Volleyball

Friday

9:00-9:45am, Breakfast with Faculty or Student Scholars

Which of the following do you prefer take place during the breakfast?

Current student updates (student senate activities, honors student research, professorial assistant student program, black caucus)
 Mini-field reunion

10:00-12 noon, Brunch with the Scholars: Rhodes & Marshall Scholars Presentation

12:30-2pm, JMCAA Alumni Recognition Program

Recognize outstanding alumni for their contributions and achievements.

2:30-4:30pm, The Year 2000 and Beyond

Alumni presentations

Thus far speakers have been secured for the following areas: technology, business, government, education, civil rights, affirmative action and separation of powers.

I am willing to give a presentation in one of the aforementioned areas. My presentation is entitled _____

I not willing to give a presentation, but I recommend _____ to speak on _____

5:00-6:30pm, Faculty Presentations

Presentations on research/programs with discussion.

7:00-9:30pm, Madhouse-Madison Moments

Live performances from the Madison family: music, poetry, dance, etc.

I am willing to perform _____ during the Madhouse.

Saturday

9:00-9:45am, Breakfast with the Pioneers

Members of Madison's first class remember the way it was.

10:00am, JMCAA Annual Meeting

11:00am, Pre-game Tail Gate

Invite JMC alumni band members to play during the event.
 Pre-game tail gate w/o Lyman Briggs
 with Lyman Briggs & compete in a game of volleyball

6:30pm, Dinner with Guest Speaker

An Italian Excursion

In Rovereto, Italy, the 22,639 ton peace bell rings 100 times every evening to honor the fallen of all wars and to inspire peace and community among the peoples of the world. The participants of the 4th IUIP (International University of Peoples' Institutions for Peace) Academic Year, heard this bell ring at the closing ceremony of a three-week residential course focusing on people's diplomacy, nonviolence and migration in a transnational context. The course offers active members of NGOs and grass-roots movements opportunity to explore possibilities for cooperation, to establish personal and professional contacts, to discuss strategies for social and political change, and to exchange new ideas and strategies for conflict resolution. I attended the course as a representative from Peace Brigades International, for which I work in the German branch office.

Peace Brigades International is an international NGO that works towards preventing human rights violations through unarmed accompaniment, and has current projects in Sri Lanka, Haiti, Colombia, Guatemala, and North America and with the Balkan Peace Team. I have been working at PBI for a year, since my 1995 graduation from James Madison College's International Relations field. I came to PBI through a volunteer service (Brethren Volunteer Service), having decided that it was important to do service work and to gain practical experience with social movements before jumping straight into law

school or into the world of top-down approaches to conflict resolution and global change. My volunteer position allowed me to combine my international relations interests and German language skills with a type of work that is fulfilling and contributes to securing human rights. It also opened up new doors for me, such as attending the IUIP course in Rovereto.

The 28 participants represented 23 different countries in North America, East and West Europe, Africa and Asia. They represented organizations such as Institute for Democracy in South Africa, The All China Women's Federation, Arab Association for Human Rights, Peoples' Union for Civil Liberties and the Center for Nonviolent Conflict Resolution, among others. Through a discussion of experiences among the international participants and faculty, we were able to obtain a valuable global perspective on peace related issues and to compare projects undertaken by diverse organizations around the world. It struck me as a crash course in international affairs with "specialists" ready to share their perspectives.

During the first week of the course we focused on bottom-up approaches to conflict resolution, exploring various types of groups and projects that have been involved in peacemaking and conflict resolution initiatives. The participants quickly recognized that social movements, NGOs, and private citizens have played particularly important roles during cri-

sis situations and are effective elements in creating political and social change. However, conventional approaches to conflict resolution have not sufficiently recognized the role of these local and international organizations in peacemaking efforts.

We spent much time in small group discussions sharing what we have learned through our own activism, our successes and difficulties in our organizations, and how the course material related to our work. It was inspiring and moving to hear personal stories of the participants: the woman from South Africa whose organization supports itself by selling homemade sweaters and baskets, the man from Mozambique who is helping in the de-mining of villages for the residents' safe return, the man from Catalonia who uses clowning to ease tensions in refugee camps (clowns without borders), or the woman from China who witnessed newfound solidarity among her colleagues as they helped organize the 1995 Beijing Women's conference.

PBI offers a history of practical experience in relation to the issues of refugees, nonviolence and conflict resolution. However it was extremely valuable to have the opportunity as an individual to share and expand personal experience and knowledge. The peace bell in Rovereto continues to ring each night. For us who heard it during the 4th IUIP it rang hope for peace.

Tamiko Horner (IR, '95)

(Continued from page 5)

we have arrived rather than at the point from which we departed. In practical terms, that means building our students' education on the basis of the findings of our own graduate education and professional accomplishments. To the extent we do so, however, we deny to our students the undeniably necessary preliminary preparations which an education in fundamentals would provide. While we must learn from our researches, and import them into the classroom, it does not conduce to improve undergraduate education to substitute for an education in fundamentals the most sophisticated understandings of the latest research.

In a recent essay I described the goals of education in the following terms:

...our upbringing is the *precondition* of our education. As we begin to discover the shortcomings of our upbringing, in the light of genuine or natural human possibility, we turn toward those efforts that are designed to supply a more accurate foundation for judging courses of action and relationship. We arrive in this manner to the insight of the Declaration of Independence, for example -- namely, that no one is by nature the

ruler/master of another, no one by nature superior or inferior -- and we consequently abandon all such prejudices derived from our upbringing.

Thus, the "leading forth" which is education derives much from the role principles play in directing the young toward those reflections which strengthen the inclination to reconsider expected courses of action and familiar hopes. In turn, to direct the young in that manner requires that we strive less to direct them -- even toward the most recent scholarship -- and more to inspire their efforts to direct themselves.

I put it to the community, then, whether our making explicit our hopes from liberal education will not go a long way to enlist our students in the kind of work we profess when we promote liberal education as our goal? While this activity must be non-progressive in order to succeed (that is, we must be willing to expose our most certain reflections to neglect), it need not follow that our students must suffer. For the promise of liberal education presumes their ability to progress even on their own from principles solidly established. As the bearers of liberal education, our task is to submit to this task with patience and confidence. In that spirit, I call upon us to weigh how well we

can voice the argument on which we rest our claims to excellence.

W. B. Allen, Dean

(Continued from page 3)

that support rather than undermine our mission as a liberal arts-residential college. Some fear the use of email and WWW research will erode the face to face interaction central to the residential experience (our initial experience is that the electronic interaction supplements and enriches the face to face interaction that continues in the college). And, in relation to research on the WWW, we are concerned with defining the balance between traditional forms of research and the new electronic forms, and with devising ways the new forms can be evaluated (how do you judge the "reliability" of information found on the Internet?).

All of the college and faculty WWW sites can be accessed from the James Madison College home page at <http://pilot.msu.edu/unit/jmc>.

Richard Evans, Professor

CALENDAR

December

- 24-25 University is closed
31-1/1 University is closed

January

- 5 Residence halls open
8 Classes begin
9 30th Anniversary Planning Meeting, 6pm, 331 Case Hall
18 JMCAA Board of Directors Meeting, 2pm, 319 L Case Hall
20 Dr. Martin Luther King, Jr's Birthday

February

- 6 30th Anniversary Planning Meeting, 6pm, 331 Case Hall
20 "Minerva's Political Owl: Raymond Aron and the Burdens of Intellectual Responsibility," 8pm, Kellogg Center Auditorium

March

- 2-8 Spring break
13 "Writers and Intellectuals," 8pm, Wharton Center, Festival Stage
14 Symposium On Global and Comparative Civil Society
15 JMCAA Board of Directors Meeting, 2pm, 319 L Case Hall
17 St. Patrick's Day

April

- 3 "Public Philosophy and Women's Quality of Life," 8pm, Kellogg Center Auditorium
6 Daylight savings time begins
10-13 Symposium on Science, Reason, and Modern Democracy Conference
13 Founders' Circle Donor Event
13 Scholars' Forum
14 JMC Board of Visitors Meeting, Kellogg Center
24 James Madison College's Parade of Honors
25 Last day of classes
28 Finals Week

May

- 2 Residence halls close
3 Commencement, 12:30pm, Wharton Center

James Madison College

William B. Allen, Dean
Constance Hunt, Director of Institutional Planning
Grant Littke, Director of Field Experience
Ann Minnick, Director of Academic and Student Affairs
Lenore Ojibway, Director of Development
Sandra Hewitt, Assistant to the Dean
Natalie Preston, Assistant to the Dean

Questions, comments, suggestions and submissions should be sent to:

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- 12 Summer session begins
26 Memorial Day. University is closed



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